The list below represents the products required from each student in English 1 – English IV according to the *NC English Language Arts Standard Course of Study*. Students should also complete additional work according to their needs and interests, as well as teacher discretion and local curriculum guides. Student compositions and products can take many forms, including advertisements, essays, journals, letters, multimedia presentations, news articles, oral presentations, poem, posters, reports, short stories, skits, speeches, visual representations, and web pages. For more information, see pages 71-94 of the *NC English Language Arts Standard Course of Study*.

**Directions:**

*In team meetings, you will decide the products your students create. You will select two different products or categories from this list. However, this does not mean that you are limited to only these categories. You will be expected to show a copy of each product as evidence of your Professional Growth Plan.

*To create a master list, please initial the category that your students will produce, so that the team can make sure all categories are being developed.

*After all categories are selected, the team leader will make copies of the master list and distribute to all team members.

*In future team meetings, the team will discuss and share writing strategies and problems.

**Team:** Insert your team name)
**Team Members:** Include all team members’ names and subjects they teach.

1. Leader: 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

<table>
<thead>
<tr>
<th>English I</th>
<th>English II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please place your initials by each topic you are going to select your classes to complete. (A min. of 2 required.)</td>
<td>Please place your initials by each topic you are going to select your classes to complete. (A min. of 2 required.)</td>
</tr>
<tr>
<td>____ Personal Narrative</td>
<td>____ Reminiscence</td>
</tr>
<tr>
<td>____ Reflective Responses</td>
<td>____ Reflective Responses</td>
</tr>
<tr>
<td>____ Definition</td>
<td>____ Problem-Solution Composition</td>
</tr>
<tr>
<td>____ How-To Composition</td>
<td>____ Cause-Effect Composition</td>
</tr>
<tr>
<td>____ Research Report</td>
<td>____ Research Report</td>
</tr>
<tr>
<td>____ Opinion Composition</td>
<td>____ Editorial</td>
</tr>
<tr>
<td>____ Critique</td>
<td>____ Analysis of Real-World Event</td>
</tr>
<tr>
<td>____ Poetry</td>
<td>____ Literary Analysis</td>
</tr>
<tr>
<td>____ Fiction</td>
<td>____ Fiction</td>
</tr>
<tr>
<td>____ Dramatic Piece</td>
<td>____ Dramatic Piece</td>
</tr>
</tbody>
</table>
Directions:
*In team meetings, you will decide the products your students create. You will select two different products or categories from this list. However, you are limited to only these categories. You will be expected to show a copy of each product as evidence of your Professional Growth Plan.
*To create a master list, please initial the category that your students will produce, so that the team can make sure all categories are being developed.
*After all categories are selected, the team leader will make copies of the master list and distribute to all team members.
*In future team meetings, the team will discuss and share writing strategies and problems.

Team: Insert your team name) ____________________________________________

Team Members: Include all team members’ names and subjects they teach.
1. Leader: 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

### English III
Please place your initials by each topic you are going to select your classes to complete. (A min. of 2 required.)

___ Memoir
___ Reflective Responses
___ Research Report on US Culture
___ Culture and Language Project
___ Persuasive Composition
___ Literary Analysis
___ Analysis of Public and/or Political Documents
___ Poetry
___ Fiction
___ Dramatic Piece

### English IV
Please place your initials by each topic you are going to select your classes to complete. (A min. of 2 required.)

___ Reflective Composition
___ Responses to Texts
___ Researched Explanation of Principle or Theory
___ Researched Argument
___ Critique of Argument
___ Literary Analysis
___ Poetry
___ Fiction
___ Dramatic Piece
Phase 3: Measuring Instruments for Classroom Assessment

Rubrics –
One strategy for tracking student progress is the use of rubrics.

Rubric #1 – Gathering diagnostic information at the beginning of a course will assist the teacher in meeting students’ needs. This first rubric allows the student to assess his/her own strengths and weaknesses. The topics below are from the North Carolina’s Standard Course of Study for English II, English 10.

Student: ________________________
Class: __________________________

Diagnostic Self-Assessment

Directions:
Step 1: Rate yourself in the areas we have focused on as a class and those topics you have selected.

0 = I don’t know what this is  1 = This area still needs work
2 = I’ve improved in this area  3 = I have mastered this area

- FOCUS
- ORGANIZATION
- SUPPORT AND ELABORATION
- STYLE
- CONVENTIONS
- Fragments
- Vocabulary
- Varied sentence structure
- Parallel structure
- Subject-verb agreement
- Verb tense
- Pronoun usage
- Antecedents
- Case
- Punctuation
- Commas
- Semi-colons
- Apostrophes
- Quotation marks
- Spelling
- Purpose
- Audience
- Format
Rubric #2 - On another type of the rubric, the teacher can include two sections that focus on grammar and language usage. The first allows the student to select an area for teacher assessment and write it in the blank provided; the second lets the teacher choose. These areas will be discussed and determined during writing conferences between the teacher and student.

Student: __________________________
Class: __________________________
Directions: On this rubric, you will select an area for the teacher to assess and write it in the blank provided; the second blank lets the teacher choose. These areas will be discussed and determined during writing conferences between the teacher and student.

Student-selected Grammar or Writing Focus ____________________________

1    2    3    4    5
No evidence you learned how to improve this area. Some improvement in this area of writing; continue to work on it. Paper shows mastery in this area.

1 = 1-10 pts.
2 = 11-20 pts.
3 = 21-30 pts.
4 = 31-40 pts.
5 = 41-50 pts.

Teacher-selected Grammar or Writing Focus ____________________________

1    2    3    4    5
No evidence you learned how to improve this area. Some improvement in this area of writing; continue to work on it. Paper shows mastery in this area.

1 = 1-10 pts.
2 = 11-20 pts.
3 = 21-30 pts.
4 = 31-40 pts.
5 = 41-50 pts.

TOTAL SCORE: __________

**To earn the highest amount of points within each section, you must submit:

1. All drafts with final copy on top
2. A neat product
Directions: Your introduction will be assessed using these characteristics and indicators. Edit and revise your introduction against the following information. I will use this same rubric to assess your introduction by circling the indicators that best apply.

<table>
<thead>
<tr>
<th>Score</th>
<th>5 Strong</th>
<th>4 Competent</th>
<th>3 Developing</th>
<th>2 Emerging</th>
<th>1 Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus area</td>
<td>Clear/Focused thesis and relevant.</td>
<td>Thesis is narrowed down, but still may contain some ambiguities</td>
<td>Thesis is fairly broad; however, you can see where the writer is headed.</td>
<td>Thesis is attempted, but not very clearly or successfully.</td>
<td>No thesis.</td>
</tr>
<tr>
<td>Introduction</td>
<td>Interesting and creative hook, or general statement, that grabs reader’s attention</td>
<td>Hook attempted, but falls short. Major topic is identified.</td>
<td>Topic presented without any flair.</td>
<td>Hook is sketchy and at the beginning level of effort</td>
<td>No hook.</td>
</tr>
<tr>
<td></td>
<td>The writer is writing from knowledge or experience about the term.</td>
<td>Ideas have some detail, may be personalized</td>
<td>Ideas are reasonably clear --though not very detailed, personalized, or expanded enough.</td>
<td>Writer struggles to define the term.</td>
<td>Information is unclear, limited. The writer has not really begun to define the term.</td>
</tr>
<tr>
<td></td>
<td>Reader questions anticipated and answered. Terms clearly defined.</td>
<td>Reader has only a few minor questions.</td>
<td>Reader is left with questions.</td>
<td>Reader has many questions.</td>
<td>Reader cannot identify main ideas.</td>
</tr>
<tr>
<td></td>
<td>Fresh, original ideas about the topic. Writer uses the suggested writing strategies effectively and enhances their thesis as a result.</td>
<td>Writer stays on topic. Writer uses the suggested writing strategies well.</td>
<td>Writer generally stays on topic. Writer uses the suggested writing strategy with general success.</td>
<td>Writer appears to have a topic. Writer attempts to use some of the suggested writing strategies.</td>
<td>The writer did not use the writing strategies suggested for the introduction.</td>
</tr>
<tr>
<td></td>
<td>Shows INSIGHT.</td>
<td>Thorough, logical approach.</td>
<td>Shows a rationale approach.</td>
<td>Text has gaps, lapses in logic, but the beginning of a flow of ideas</td>
<td>Text may be repetitious, disconnected, random.</td>
</tr>
</tbody>
</table>

Add points: ______ X 6 = ________ Raw Score (with maximum raw score possible being 30 points)

Score ______ x 3 = __________(with maximum Total Score possible being 90 points)

Total Score _______ + ________ (add 10 points if rough drafts are attached)

= ______ Total Combine Score possible being worth 100 points

Additional comments:
Rubric #4 –
Paragraph Evaluation Form –

<table>
<thead>
<tr>
<th>Focus –</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Paragraph has a clear topic sentence.</td>
</tr>
<tr>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>No evidence</td>
</tr>
<tr>
<td>Paper shows mastery in this area.</td>
</tr>
</tbody>
</table>

| B. Paragraph engages reader and shows a sense of audience.            |
| 1  2  3  4  5                                                         |
| No evidence                                                           | Some improvement in this area of writing; continue |
| Paper shows mastery in this area.                                      |

| C. Paragraph contains personal reflection and, whenever possible, fresh and original ideas. |
| 1  2  3  4  5                                                         |
| No evidence                                                           | Some improvement in this area of writing; continue |
| Paper shows mastery in this area.                                      |

Support and Elaboration -

| D. All the illustration sentences support and elaborate the paragraph’s central focus or idea (minimum of three illustration details needed) |
| 1  2  3  4  5                                                         |
| No evidence                                                           | Some improvement in this area of writing; continue |
| Paper shows mastery in this area.                                      |

Organization –

| E. The supporting details are organized in a logical order that flows smoothly and are not confusing to the reader. |
| 1  2  3  4  5                                                         |
| No evidence                                                           | Some improvement in this area of writing; continue |
| Paper shows mastery in this area.                                      |

| F. The writer uses transition words or repeated phrases to create coherence in paragraph. |
| 1  2  3  4  5                                                         |
| No evidence                                                           | Some improvement in this area of writing; continue |
| Paper shows mastery in this area.                                      |
Julie W. Osmon  
Dr. Southard  
English 7701: Project 2 – Products  
April 2004

**Conventions -**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. The writer uses correct sentence formation with a variety of sentence structures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Paper shows mastery in this area.</td>
</tr>
<tr>
<td>H. Writer uses correct grammar usage that is free from errors (especially, subject-verb agreement, pronoun-antecedent agreement, concrete pronoun references, and correct verb form).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Paper shows mastery in this area.</td>
</tr>
<tr>
<td>I. Writer uses correct spelling, punctuation, and capitalization.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Paper shows mastery in this area.</td>
</tr>
<tr>
<td>J. Writer uses precise vocabulary that engages and is appropriate to the purpose, audience, and context.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Paper shows mastery in this area.</td>
</tr>
</tbody>
</table>

**Style –**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>K. Writer uses language that is precise, engaging and well-suited to the purpose.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Paper shows mastery in this area.</td>
</tr>
<tr>
<td>L. Writer uses strong verbs (instead of <em>to be</em> verbs), adjectives, and adverbs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Paper shows mastery in this area.</td>
</tr>
<tr>
<td>M. Writer demonstrates a strong sense of purpose, audience and topic.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Paper shows mastery in this area.</td>
</tr>
<tr>
<td>N. Clincher or closing sentence includes transition, strong verb, and impact to audience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Paper shows mastery in this area.</td>
</tr>
<tr>
<td>O. Writer includes language that appeals to the senses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Paper shows mastery in this area.</td>
</tr>
</tbody>
</table>

Total Points _______ X 2 = _____________
Directions: Your conclusion will be assessed using these characteristics and indicators. Edit and revise your conclusion against the following information. I will use this same rubric to assess your conclusion by circling the indicators that best apply.

<table>
<thead>
<tr>
<th>Score Focus area</th>
<th>5 Strong</th>
<th>4 Competent</th>
<th>3 Developing</th>
<th>2 Emerging</th>
<th>1 Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conclusion</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear/Focused thesis – without dully repeating it.</td>
<td>Thesis is narrowed down, but still may contain some ambiguities</td>
<td>Restatement of thesis is fairly broad; however, you can see where the writer is headed.</td>
<td>Restatement of thesis is attempted, but not very clearly or successfully.</td>
<td>No restatement of thesis.</td>
<td></td>
</tr>
<tr>
<td>Conclusion is tied to the rest of the essay in content/tone/purpose and audience</td>
<td>Attempted, but falls short. Major topic is identified.</td>
<td>Topic presented without any flair.</td>
<td>Conclusion is sketchy and at the beginning level of effort</td>
<td>Not focused or relevant to the essay.</td>
<td></td>
</tr>
<tr>
<td>Gives the essay completeness and closure.</td>
<td>Ideas, may be personalized</td>
<td>Ideas are reasonably clear – though not very detailed, personalized, or expanded enough.</td>
<td>Writer struggles to create a conclusion.</td>
<td>Information is unclear, limited.</td>
<td></td>
</tr>
<tr>
<td>Reader’s questions anticipated and answered.</td>
<td>Reader has only a few minor questions.</td>
<td>Reader is left with questions.</td>
<td>Reader has many questions.</td>
<td>Reader cannot identify main ideas.</td>
<td></td>
</tr>
<tr>
<td>Writer stays on topic. Writer uses the suggested writing strategies effectively and enhances the thesis as well.</td>
<td>Writer stays on topic. Writer uses the suggested writing strategies well.</td>
<td>Writer generally stays on topic. Writer uses the suggested writing strategy with general success.</td>
<td>Writer appears to have a topic. Writer attempts to use some of the suggested writing strategies.</td>
<td>The writer did not use the writing strategies.</td>
<td></td>
</tr>
<tr>
<td>Shows INSIGHT and impact to audience.</td>
<td>Thorough, logical approach. Impact to audience falls short.</td>
<td>Shows a rationale approach. Impact to audience without flair.</td>
<td>Conclusion has gaps, lapses in logic. Impact to audience attempted.</td>
<td>Conclusion may be repetitious, disconnected, random. No impact to audience.</td>
<td></td>
</tr>
</tbody>
</table>

Add points: _____ X 6 = _______ Raw Score (with maximum raw score possible being 30 points)

Score _____ x 3 = __________ (with maximum Total Score possible being 90 points)

Total Score __________

+ __________ (add 10 points if rough drafts are attached)

= _____ Total Combine Score possible being worth 100 points

Additional comments:
Just as the teacher gathered diagnostic information at the beginning of the course, the
ending of it requires similar assessment. One way to monitor student growth is to ask the
student to look back through his/her writing portfolio and then complete a self-
evaluation. This information will be helpful for the team to discuss.

End-of-the-Year Self-Assessment
For English 10
Directions:
Step 1: Rate yourself in the areas we have focused on as a class and those topics you have
selected.

0 = I don’t know what this is  1 = This area still needs work
2 = I’ve improved in this area  3 = I have mastered this area

__ FOCUS
__ ORGANIZATION
__ SUPPORT AND ELABORATION
__ STYLE
__ CONVENTIONS
__ Fragments
__ Vocabulary
__ Varied sentence structure
__ Parallel structure
__ Subject-verb agreement
__ Verb tense
__ Pronoun usage
__ Antecedents
__ Case
__ Punctuation
__ Commas
__ Semi-colons
__ Apostrophes
__ Quotation marks
__ Spelling
__ Purpose
__ Audience
__ Format